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ABSTRACT

The catalogs from the Vocational Technical Education Consortium of States (V-TECS) provide current job-specific data for developing performance-based vocational curriculum. The task listings and performance objectives contained in the V-TECS catalogs are validated by incumbent workers in each field; as a result, the V-TECS tasks provide a basis for teaching vocational skills that are currently used on the job. Current job skills are particularly important for handicapped students, since training time and opportunities may be limited. This manual has been designed to help special educators and vocational educators use V-TECS catalogs as a base to maximize the training and employment opportunities for handicapped students. It describes the steps that should be taken by a special education teacher to coordinate supportive services with vocational teachers who use the V-TECS catalogs. The manual consists of four sections. The first two sections offer some preliminary ideas that should be considered before the V-TECS catalogs are used; a question-and-answer format is also used to answer some common questions about the V-TECS program. The third section contains eight suggested tasks that should be carried out by special education teachers in cooperation with vocational teachers. Steps to accomplish each task are delineated. The final section of the manual consists of sample forms that can be used with handicapped students using the V-TECS catalogs. (KC)

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THE UTILIZATION OF V-TECS CATALOGS
WITH HANDICAPPED STUDENTS:
IMPLEMENTATION MANUAL

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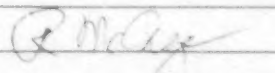
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FORWARD

The V-TECS catalogs provide current job-specific data for developing performance-based vocational curriculum. The task listings and performance objectives contained in the V-TECS Catalogs are validated by incumbent workers in each field. As a result, the V-TECS tasks provide a basis for teaching vocational skills that are currently used on the job.

It is particularly important that vocational instruction for handicapped students focus on marketable skills. This instruction can be maximized if the students have advance knowledge of the vocabulary and math skills needed in vocational training. It is in this area that special educators can enhance vocational instruction. Special educators can teach vocationally related math and reading to reinforce the technical skills taught by a vocational instructor. Unfortunately, special educators generally do not have the vocational background needed to identify vocational math and reading skills. Likewise vocational teachers generally do not have the background needed to teach math and reading to handicapped students. As a result, cooperative instructional arrangements must be developed between special education teachers and vocational teachers. The V-TECS catalogs can serve as a vehicle for planning cooperative instructional arrangements.

V-TECS identifies and defines job competencies. The competencies can be used to update the existing vocational curriculum used in local schools. Thus, students will be ensured they are being taught skills still used on the job. Current job skills are particularly important for handicapped students since training time and opportunities may be limited. This manual has been designed to help special educators and vocational educators utilize V-TECS as a base to maximize the training and employment opportunities for handicapped students.

Ron McCage, Director
Vocational Technical Educational
Consortium of State

PRELIMINARY CONSIDERATIONS

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The vocational education of handicapped students is the joint responsibility of vocational teachers and special education teachers. Vocational personnel are needed to teach the specialized tasks that a student will perform in an occupational area. Special education personnel are needed to teach the academic skills that are related to successful performance of occupational skills. The V-TECS catalogs can serve as a vehicle for communication and coordinated instructional planning between vocational teachers and special education teachers. The purpose of this handbook is to describe the steps that should be taken by a special education teacher to coordinate support services with vocational teachers who use the V-TECS catalogs.

Three assumptions have been made in the preparation of this handbook.

1. Special education personnel may not have a comprehensive knowledge of the vocational programs available in the school setting.
2. Vocational teachers are not currently using the V-TECS catalogs in the school setting.
3. Assessment of the student's career interests, aptitudes, strengths and weaknesses is current and/or current assessment information can be obtained.

If any one of the three assumptions does not apply, the task list should be modified accordingly. For example, if the vocational teachers already use the V-TECS catalogs, it will not be necessary to spend as much time in the review of the catalog as indicated in the first task.

The coordination of special education and vocational education services will be facilitated if the administrators of both programs understand the need for cooperative planning. Therefore, the starting point for this handbook begins with a joint meeting of administrative personnel. A Task

Listing is provided to outline activities that can be conducted to facilitate instructional planning for handicapped students in vocational education. A series of Sample Documents is provided to assist with the adaptation of the V-TECS Catalogs to meet the instructional needs of handicapped students. The reader should adapt the Sample Documents to their local situation or should substitute locally developed documents.

Most school districts already have an established curriculum for vocational education and an established system for the delivery of special education services. The activities in this manual will not replace established curriculum or services. The V-TECS Catalogs should be used in combination with existing curriculum and support services. Through the combined efforts of special education and vocational education personnel, handicapped students can increase their employability options and will be able to successfully compete in the job market.

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1

QUESTIONS COMMONLY ASKED

QUESTIONS COMMONLY ASKED

WHAT SHOULD THE VOCATIONAL COMPONENT OF THE INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) INCLUDE?

The vocational component should include a statement of: 1) the extent to which the handicapped student is involved in vocational education courses and/or programs; 2) basic goals for achievement; 3) the support services necessary for the student to succeed in the vocational education program.

WHAT TOPICS SHOULD BE ADDRESSED IN JOINT INSERVICE FOR SPECIAL EDUCATION AND VOCATIONAL EDUCATION PERSONNEL?

There are many topics that can be addressed in joint inservice including: 1) planning and developing cooperative instructional arrangements; 2) instructional strategies and techniques; 3) learning styles/teaching styles; 4) assessment of student strengths and weaknesses.

HOW WILL V-TECS SAVE TIME FOR VOCATIONAL INSTRUCTORS AND SPECIAL ED INSTRUCTORS?

The review of the V-TECS catalogs and the adaptation of the catalogs will initially involve extra time by both the vocational teacher and special ed teacher. However, once the catalogs have been adapted to correspond to the local curriculum, the catalogs will be a time saver for both the special education teacher and the vocational teacher. The revised catalog and math/vocabulary lists will essentially remain the same for all students. The special ed teacher and vocational teacher will not have to take the time to develop objectives for each handicapped student enrolled in class. They can simply identify the V-TECS task sheets that will be appropriate for each student. While the objectives may need to be modified for individual students, the basic groundwork will already be completed.

HOW SHOULD A SPECIAL EDUCATION TEACHER APPROACH A VOCATIONAL TEACHER ABOUT UTILIZING THE V-TECS CATALOGS?

The process outlined in this manual should provide a cooperative working atmosphere among the special education and vocational teachers. The special ed teacher should remember that the vocational teacher is the local expert in the vocational course and the V-TECS catalogs should be adapted to local conditions rather than replace local curriculum. Therefore, if the vocational teacher does not feel that all of the objectives in the V-TECS catalog are appropriate for local employment conditions, the special education teacher should respect this expertise. If further experience indicates that some tasks being taught in class are no longer needed in local work places, a meeting of the vocational advisory council should be called to review the program curriculum and update the curriculum.

TASK LISTINGS

SUGGESTED TASKS

TASK A: CONDUCT A MEETING OF VOCATIONAL EDUCATION PERSONNEL AND SPECIAL EDUCATION PERSONNEL TO DISCUSS THE NEED FOR HANDICAPPED STUDENTS TO PARTICIPATE IN VOCATIONAL EDUCATION.

1. Schedule a meeting with the vocational education administrator, special education administrator, and representatives from the special education and vocational education teaching faculty.
2. Discuss the need for handicapped students to participate in vocational education.
3. Present an overview of the vocational education programs and services available in the district. (Sample Document A).
4. Present an overview of the special education services available to support students enrolled in vocational education programs. (Sample Document B).
5. Discuss the IEP requirements and the vocational component of the IEP.
6. Discuss the need for cooperative instructional planning between vocational education teachers and special education teachers.
7. Review selected V-TECS Catalogs and discuss their applicability toward the development of cooperative instructional arrangements.
8. Provide each vocational teacher with copies of the V-TECS Catalogs that relate to their vocational area.
9. Adjourn meeting with following assignments:
 - a) arrange for vocational education teachers to review V-TECS Catalogs before the next meeting
 - b) arrange for special education teachers to visit vocational classes and observe instructional activities.
10. Optional: Develop a plan for conducting joint in-service activities if the meeting indicated such a need.

TASK B: IDENTIFY V-TECS TASKS THAT ARE TAUGHT AS PART OF LOCAL SCHOOL CURRICULUM.

1. Review V-TECS Catalog task sheets with each vocational teacher.
2. Separate the catalog task sheets into tasks that are taught in the local program and those that are not taught in the program.
3. Arrange task sheets in a sequence of instruction and develop a timeline of instruction of tasks in the vocational class. (Sample Document C--Vocational Instruction Section).

TASK C: REVIEW V-TECS FORMAT AND IDENTIFY COMPONENTS RELEVANT TO IEP

1. Review Sample Document D to become familiar with V-TECS format.
2. Identify the components in V-TECS that are relevant to the development of the IEP.

V-TECS COMPONENT	IEP RELATIONSHIP
Performance Objective	Short Term Objective
Standard	Evaluation Method and Criterion
Performance Guide	Information for development of instructional methodology Information for vocabulary lists and math skills lists

TASK D: DEVELOP MATH AND VOCABULARY SKILLS LISTS FOR V-TECS CATALOG TASKS TAUGHT IN LOCAL CURRICULUM.

1. Underline the vocabulary words on each task sheet that students will need to recognize to be able to perform the task (See Sample Document D.)
2. Identify the math skills that the student will need to perform the vocational tasks in the catalog (e.g. measure with a ruler to 1/8 inch accuracy).
3. Develop a vocabulary list and a math skills list for each V-TECS catalog (Sample Document C--Special Education Section).

TASK E: DEVELOP LEARNER PROFILE

1. Review student records and the results of assessment data.
2. Identify student strengths and weaknesses and develop a Learner Analysis Profile for the vocational teacher (Sample Document E.)

TASK F: IDENTIFY INSTRUCTIONAL STRATEGIES THAT CORRESPOND TO THE STUDENT'S INDIVIDUAL LEARNING STYLES.

1. Review the Learner Analysis Profile to determine student's primary mode(s) of learning i.e. visual, auditory, tactile, kinesthetic.
2. Consult Document F to match the student's learning mode to appropriate types of instructional media and materials.
3. Consult Documents G and H for teaching suggestions for students with special needs.

TASK G: COMMUNICATE INFORMATION IDENTIFIED IN TASK E AND F TO THE VOCATIONAL INSTRUCTOR

1. Summarize the information from the learner profile and the corresponding instructional strategies for each student.
2. Contact the vocational instructor(s) to discuss the learner profile and related instructional strategies for each handicapped student in the class.
3. Review Cooperative Instructional Arrangement Agreement to verify responsibilities for instruction and special services (Document I).

TASK H: DEVELOP VOCATIONAL COMPONENT OF INDIVIDUALIZED EDUCATION PROGRAM

1. Utilize V-TECS catalogs sheets to verify short term objectives and career goals.
2. Utilize Cooperative Instructional Arrangements to verify support services (Sample Document I).
3. Utilize Timeline for Instruction (Sample Document C) as a communication vehicle to monitor student progress, timeline, and provision of support services.

SAMPLE DOCUMENTS

Documents A, B, H & I are taken from Phelps, L. Allen. Instructional Development for Special Needs Learners, University of Illinois, 1977.

SAMPLE DOCUMENT A
VOCATIONAL EDUCATIONAL PROGRAMS/SERVICES

Vocational Director: _____ Location: _____ Phone: _____

Services	Vocational Classes	Contact Person	Location/ Phone	Description of Services/Program
<u>Vocational Education</u>				
Health Occupations				
Industrial Occupations				
Agriculture Occupations				
Business Occupations				
Home Economics Occupations				
<u>Career Counseling</u>				
<u>Vocational Assessment</u>				
<u>Extended Campus</u>				

SAMPLE DOCUMENT B

Program: _____

District: _____

School(s): _____

Developers: _____

Date: _____

SCHOOL RESOURCES

	<u>Resource Contact Person</u>	<u>Title or Responsibility</u>	<u>Location and Phone</u>	<u>Description of Specific Resource or Service</u>
Career- Related Instruction	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Special/ Supportive Instruction	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Special/ Supportive Services	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Counseling	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Cooperative Work Experience/Work Study	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Instructional Media and Materials	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Other School Resources	_____	_____	_____	_____
	_____	_____	_____	_____

TIMELINE OF INSTRUCTION
RELATED VOCABULARY AND MATH SKILLS
PROGRESS REPORT

V-TECS MANUAL:

VOCATIONAL INSTRUCTION							SPECIAL EDUCATION INSTRUCTION								
				Progress			Progress				Progress				
V-TECS Task Number	Page Number	Anticipated Date of Instruction	Actual Date of Instruction	Introduced	Involved	Productive	Employable	Related Math	Introduced	Developing	Competent	Related Vocabulary	Introduced	Developing	Competent

DOCUMENT D

DUTY: PREPARING AND COOKING BREAKFAST ITEMS

TASK: Scramble eggs

IEP
Short Term
Objective

PERFORMANCE OBJECTIVE NO: 37

Given a standardized recipe, eggs, milk or cream, oil (butter or margarine), seasoning (optional), skillet or grill, small bowl, measuring spoon, and fork, scramble eggs.

PERFORMANCE STANDARD:

IEP
Evaluation
Criterion

The eggs must be bright and clear with a soft sheen and a uniform, pale color with no evidence of browning. The eggs should be tender, moist, and delicate in texture, not hard, dry, powdery, or watery. (4)

PERFORMANCE GUIDE:

IEP
Instructional
Steps
(Vocational
Teacher)

1. Read the recipe and make any adjustments, conversions or substitutions.
2. Organize the work area by washing hands and assembling supplies near the equipment.
3. Break eggs into small bowl, whisk until mixed.
4. Add milk, cream or water (about 2 tablespoons per egg).
5. Season eggs with salt and pepper. (optional)
6. Place eggs into heated, greased skillet.
7. Cook slowly, stirring constantly for smaller morsels, stir only occasionally for larger morsels of scrambled eggs.

IEP Supportive Instruction
(Special Ed Teacher):
Vocabulary words are all
underlined.

SAMPLE DOCUMENT E

LEARNER ANALYSIS
PROFILE

Assessment/Appraisal Team: _____

Learner: _____

School: _____

Date: _____

Special Need Indicators	Learning Difficulty	Learning Strength	Documentation/Observed Behavior
QUANTITATIVE/NUMERICAL SKILLS			
Count and Record			
Add/subtract			
Multiply/divide			
Measure			
General number use			
Money			
Other quantitative/numerical skills:			
VERBAL SKILLS			
Read			
Spell			
Record information			
Verbal communication			
Written communication			
Other verbal skills:			
COGNITIVE SKILLS			
Retention			
Sequence			
Attentiveness			
Planning ability			
Mechanical aptitude			
Transfer			
Other cognitive skills:			

Special Need Indicators	Learning Difficulty			Learning Strength	Documentation, Observed Behavior
PERCEPTUAL SKILLS					
Auditory discrimination					
Form perception					
Form discrimination					
Space perception					
Color perception					
Touch discrimination					
Other perceptual skills:					
LANGUAGE SKILLS					
Listening					
Nonverbal expression					
Technical vocabulary					
Grammatical expression					
Other language skills:					
PSYCHOMOTOR/PHYSICAL SKILLS					
Physical strength					
Hand-eye coordination					
Manual dexterity					
Mobility					
Other physical skills:					
SOCIAL SKILLS					
Sociability					
Cooperativeness					
Conformity					
Loyalty					
Safety					
Responsibility					
Sensitivity					
Other social skills:					

Special Need Indicators	Learning Difficulty			Learning Strength		Documentation/Observed Behavior
OCCUPATIONAL INTERESTS						
Agriculture/Natural Resources						
Automotive and Power Services						
Construction/Manufacturing						
Graphics/Communications						
Food/Clothing/Child Care						
Health						
Office/Business						
Other or specific occupational interests:						

DOCUMENT F

TYPES OF INSTRUCTIONAL MEDIA/MATERIALS¹

MEDIAPROBABLE LEARNING SENSATIONS

Demonstration with real objects/materials

3-D models - mockups

Games - Simulators

Sound/Slide Programs

Filmstrip - Cassette/Record

TV - Broadcast, Closed Circuit

Video and/or Audio Recorder

Film, 16mm - BW/Color, Sound

Film loop, 8mm

Filmstrip

Slides

Overhead transparencies

Books, magazines, texts, booklets

Pamphlets, brochures, manuals, workbooks

Newspapers, cartoons

2-D Displays, charts, graphs, posters

Drawings, photographs, schematics, maps

Opaque projectuals

Telephone, intercom

Other, specify

Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
x	x	x	x	x	x
x	x	x	x	x	x
x	x	x	x	x	x
x	x				
x	x				
x	x				
x					
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¹ Reynolds, M.L. et al. Occupational Cluster Guides.
Mt. Pleasant: Vocational Education/Special Education
Project, Central Michigan University, 1973.

DOCUMENT G

TEACHING SUGGESTIONS FOR STUDENTS WITH SPECIAL NEEDS

Although special needs students should be instructed on the basis of their individual learning patterns, there are some general procedures that may apply to most of the students.

A. STUDENTS WITH ATTENTION DEFICITS

1. Structure the environment to minimize distractions.
2. Use study carrels when necessary.
3. Clear work area of all extraneous material.
4. Help the student to organize the work.
5. Set clear rules and a routine to follow.
6. Set behavior limits and be firm.
7. Allow the student to put hands over ears to block distraction when listening is not required.
8. Present only the number of tasks you are certain the student can successfully manage.
9. Accentuate the stimulus to which the student is to attend; use bright colors or lights to highlight the important material.

B. STUDENTS WITH MOTOR DEFICITS

1. If handwriting is poor, allow the student to type responses or to respond verbally until writing becomes more legible.
2. Allow the student to dictate reports.
3. Allow the student extra time to write responses to tests.
4. At first, don't ask the student to write an entire report. Begin with small units such as a paragraph.

C. STUDENTS WITH AUDITORY-RECEPTIVE DEFICITS

1. If a student cannot understand a series of steps or instructions, give one part of the directions or explain procedures one step at a time.

2. Maximize visual instructions whenever possible (e.g., overhead transparencies, gestures, chalkboard, demonstrations.)
3. Clearly emphasize vowel sounds.
4. Speak slowly and in simple grammatical patterns.
5. Place the student in a position where the teacher can be viewed directly.
6. Use competency based, individualized learning materials whenever possible since these materials require little listening.
7. Seat the student next to a student with a strength in the auditory receptive area. Encourage imitation of this model.
8. Increase understanding of vocabulary by relating words to meaningful experiences.

D. STUDENTS WITH VISUAL-RECEPTIVE DEFICITS

1. Stress auditory modes of presentation (e.g. taped materials, discussion).
2. Minimize use of maps, graphs, and other visual aids.
3. Encourage verbal contributions to class discussion.
4. Use marker to highlight printed material.
5. Avoid cluttered pages: only put a few words or problems on each page.
6. Allow student to use recording equipment.
7. Shorten printed/written assignments.

E. STUDENTS WITH CONCEPTUAL DEFICITS

1. Begin with concrete examples. Work from the concrete to the abstract. Teacher must carefully choose the level of communication.
2. Limit directions to simple statements.
3. Obtain visual contact with the learner.
4. Speak in low tempo in a quiet voice.
5. Make allowances in class discussions for poor language skills since this student may have difficulty putting thoughts into words.

6. Assist the student in organizing work station/desk (Arrangement of materials by work order, etc.)

F. STUDENTS WITH POOR WORK-STUDY SKILLS

1. Analyze all tasks to make sure they are at the student's level of ability.
2. Build up the student's self esteem through the use of positive reinforcement.
3. Repeat experiences multiple times to ensure comprehension.
4. Break assignments into sections which are completed with a change of activities between sections.

DOCUMENT H

SPECIAL TEACHING ACTIVITIES AND TECHNIQUES

- A. **Reinforcement of Desired Behavior**--providing immediate and appropriate reinforcement following a behavior that is to be increased or strengthened.
- o Use a token system, punch card, or green-stamp system to provide an on-going reward/reinforcement system.
 - o When teaching new skills, reinforce the learner's correct response on every occasion.
 - o Reinforce reasonable degrees of progress toward the final goal.
 - o To eliminate undesirable behaviors, competing or incompatible behaviors must be found and introduced. As these contending behaviors occur, the positive behaviors should be heavily reinforced.
 - o Certain behaviors can be changed simply by removing certain negative conditions or inhibitors. It is important to be aware of these factors and remove the ones necessary to expand and strengthen desired behaviors.
 - o After a behavior has become established, changing the reinforcement from a regular to variable-ratio schedule will assure its stability.
- B. **Exercise**--provide opportunities to repeat and practice experiences in a variety of ways.
- C. **Distributed Practice**--practice in learning concepts should be spread out or varied according to the characteristics of each student as well as the nature of the material.
- D. **Active Participation**--active involvement in a task readily facilitates learning and has several advantages:
- (1) it focuses the learner's attention on the task at hand,
 - (2) it fosters greater efficiency in learning,
 - (3) it provides a dynamic source of feedback, and
 - (4) it gives more opportunities for meaningful reinforcement for desired behavior.
- E. **Overlearning**--practicing a task beyond the point of initial mastery. Improvement in learning, retention, transfer, and relearning will be facilitated by overlearning.

- F. **Stressing Accuracy**--stressing accuracy instead of speed will reduce the chance of learners practicing errors. This is especially important in learning of new material and basic concept formation.
- G. **Minimal Change**--shifts in concepts and instructional content focus should be as minimal as possible. Retention and continuity of generalization can be maintained if the progressive steps are small and blended together.
- H. **Utilizing the Learner's Strengths**--it is important to utilize the learner's strengths (e.g., manipulative skills) to enhance development of weaker areas (e.g., quantitative reasoning).

SAMPLE DOCUMENT I
COOPERATIVE INSTRUCTIONAL ARRANGEMENT
for

25

Name: _____

VOCATIONAL
INSTRUCTION PROVISION

Title of course in which
student is enrolled: _____

Instructor(s): _____

Location/Building: _____

Planning Period: _____

COOPERATIVE WORK
EXPERIENCE PROVISION

Job Title: _____

Location Work Station: _____

Student Work Schedule:

a.m.: _____

p.m.: _____

School Coordinator: _____

Planning period: _____

Job Supervisor(s): _____

SPECIAL INSTRUCTION OR
SERVICE PROVISION

Type of instruction/service
provided for student: _____

Instructor(s)/Consultant(s)/Specialist(s):

Location/Building: _____

Planning Period: _____

SUPPORTIVE AGENCY
PROVISION

Agency Name: _____

Contact Person: _____

Telephone: _____

Description of Specific Service or
Instruction to be Provided for the Student:

ADMINISTRATIVE ENDORSEMENTS

School Administrator(s):*

(1) _____

(2) _____

Agency Endorsement (if needed):

District: _____

School(s): _____

Date: _____

*E. G. Building Principal, director of special education, and/or director of vocational education.